

2024 Prep Curriculum Overview

Key Learning Area

Term 2

English

This term students continue to develop their reading in a text-rich environment as they begin to engage with texts that reflect their world and those that support learning across the curriculum, in particular Science. They engage with authentic informative texts that include some less familiar content and a small range of language features.

They:

- Understand informative texts are texts that provide information and facts and are different to imaginative texts
- Understand language features of informative texts such as simple sentences, photographs with labels how print and images are connected in texts

Students view and comprehend a simple informative text and read short decodable sentences.

They create a short written text that reports new information about a learnt topic.

Prep students are explicitly taught reading and writing skills aligned with Helensvale State School Word Reading Scope and Sequence In Term 1, they are introduced to the initial code of letter-sound correspondence including:

- d e f v
- k l r u
- j w z

- They learn to segment, blend and encode a range of consonant-vowel-consonant word and engage with decodable texts aligned to targeted phonics instruction.

Mathematics

This term students will:

Number and Algebra

- Make connections between number names, numerals and quantities up to 10
- Count to and from 20
- Order small Collections

Measurement and Geometry

- Compare objects using mass, length and capacity
- Connect events and the days of the week
- Explain the order and duration of events
- Use appropriate language to describe location

Statistics and Probability

- Answer simple questions to collect information and make simple inferences

Science

This term students will engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching.

- Students will use their senses to observe and explore the properties and movement of objects.
- They will recognise that science involves exploring and observing using the senses.
- Students will engage in hands-on investigations and respond to questions about the factors that influence movement.
- They will share and reflect on observations and ideas and represent what they observe.
- Students will have the opportunity to apply and explain knowledge of movement in a familiar situation.

Humanities and Social Sciences	<p>They will:</p> <ul style="list-style-type: none"> • identify, represent and describe features of familiar places. • share a perspective about a familiar place and talk about why places are special • suggest ways to care for a special familiar place
Health and Physical Education	<p>This term, students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop the two-handed catch, underarm throw and dynamic balance techniques. • identify and develop the attributes of a good partner. • test and trial solutions to solve movement challenges. • Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings • exploring different ways of communicating emotions including facial, physical and verbal expressions • understanding how emotional responses may differ between people and in different situations • understanding the personal and social skills that can be used to interact with others • practising working cooperatively and including others in group situations
The Arts	<p>Students will be exposed to:</p> <ul style="list-style-type: none"> • composing, performing and responding to music using elements of music • discussing where and why people make music
Japanese	<p>Students will be exposed to:</p> <ul style="list-style-type: none"> • use of language to introduce themselves and identify others • interacting with the teacher and other students to identify body parts, sing songs and play games involving moving the body • presenting a children's song with actions and movement in Japanese and English • reflecting on similarities and differences in ways of introducing and giving information about oneself.